To study the Socio-emotional competencies of senior secondary school students in relation to social and emotional behavior, self-efficacy and mental well-being

SHORT SYNOPSIS

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Manav Rachna University

by

Neha Goswami
Registration No. MRUEDDN012K200492

Under the supervision of

Dr. Rashee Singh
Associate Professor

Department of Education and Humanities
Faculty of Education and Humanities

MANAV RACHNA vidyaparikshal | MANAV RACHNA UNIVERSITY
(FORMERLY MANAV RACHNA COLLEGE OF ENGINEERING
NAAC ACCREDITED 'A' GRADE INSTITUTION)
Declared as State Private University under section 2f of the UGC act, 1956

Year 2021

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Date: 21.10.2021

DECLARATION BY THE SCHOLAR

I hereby declare that the short synopsis **"To study the Socio-emotional competencies of senior secondary school students in relation to social and emotional behavior, self-efficacy and mental well-being"** being submitted in partial fulfillment of the requirement for the degree of Doctor of Philosophy in Department of Education and Humanities under Faculty of Education and Humanities of Manav Rachna University, Faridabad during the academic year 2021-2022.

It is the work that is expected to be carried out under the supervision of Dr. Rashee Singh. Further, it is certified that short synopsis is within the plagiarism limit and copy of the same is attached as per University norms.

Neha Goswami
Registration Number: MRUEDDN012K200492

Supervisor
Dr Rashee Singh
Associate Professor
Faculty of Education and Humanities

ABSTRACT

Development is an integral part of human being. Along with the physical changes, there are changes in the thoughts and emotions of an individual and these changes can be well balanced by learning social-emotional skills. The report of Stanford Children' Health, 2020 says, the human brain keeps on developing until the age of 25, hence adults and teens think differently. The adults use rational part while making decisions, whereas the teens use emotional part (non-cognitive skills), without taking into consideration the long-term impact of their actions. Therefore, it is necessary for the secondary schools to teach the social emotional competencies to the teenagers which they will carry into their adulthood.

The children are able to achieve their goals if they are confidently self-aware about their strengths, weakness, are able to manage their emotions, have a healthy interpersonal and intrapersonal behavior and a positive state of mind. These aspects can be addressed by self-efficacy, social-emotional behavior and mental well-being respectively.

The research aims at exploring the status of Social emotional learning in schools from the viewpoint of teachers. Simultaneously, the research will study the association of SEL competencies with that of self-efficacy, social-emotional behavior and mental well-being with respect to gender. The results will highlight, which competency is contributing towards the above said variables, on the basis of gender. This will help the educators and stake holders while designing the SEL practices, to decide which competency will help more while improving self-efficacy, social-emotional behavior and mental well-being among the secondary school students.

Key words: Social emotional learning, competencies, self-efficacy, social emotional behavior, mental well-being.

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1. INTRODUCTION

According to Socrates, education aims to bring out the universally valid ideas that lie dormant in every man's mind. It ignites the minds of students to gather knowledge, to think rationally, so that they can handle the life's circumstances by applying what they have learned in a practical way. The home is child's first school, where he or she learns the most essential lessons of their life, however this is insufficient. Because the universe is diverse, a child must study in a similarly versatile setting in order to get acquainted with diverse knowledge. As a result, the role of educational institutes comes into being. Without any qualms, it can be stated that educational institutes play a critical role in the holistic growth of a student. A lot of debate is available in the literature about the aim of education, the educational institutes and the educators. According to Greenberg et al., 2003, this kind of learning environment equip the students with diverse range of cognitive skills such as reading, writing, solving math, understanding the concepts of science and so on. Moreover, students also develop awareness for history, arts, literature, foreign languages and also for different cultural backgrounds. However, from the last few decades the researchers are emphasizing more on the non-cognitive skills to enhance the outcomes in terms of achievements of the students (Rieger et al., 2017). With the identification of importance of the soft skills, such as Social-emotional learning skills, developed the idea of educating the 'whole child' (Liew and McTigue, 2010) and the aim of education shifted from not only educating the minds of the students but also the hearts of the students.

One of the very prominent factors in the non-cognitive domain is the social and learning (SEL) (Durlak et al., 2011 and OECD, 2015). These skills are known to impact an individual in terms of different aspects such as interpersonal, intrapersonal, social-emotional behavior, relationships etc. Various researchers such as Corcoran et al., 2018, Elias and Arnold, 2006; OECD, 2015 has highlighted the positive outcomes of the non-cognitive skills on learner's experience and achievements.

1.1.What is Social Emotional Learning?

According to the Collaborative for Academic, Social, and Emotional Learning CASEL's, (2020), which is considered as the leading institute working in the field of SEL and its curriculum, *"Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve*

personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions."

These SEL skills are required by the youngsters to consciously acknowledge and address their emotions, a good work culture with their peers, in planning and achieving their goals, and in making accountable choices towards their short-term and long-term goals. In nutshell, these skills eventually lay the foundation of academic and professional achievement, simultaneously by promoting abilities such as physical, mental, and interpersonal well-being (AEI/ Brookings Workgroup on Poverty and Opportunity, 2015).

1.2.CASEL Framework:

CASEL is one of the leading institutes, established in 1994 with the aim of establishing the high-quality evidence based SEL practices as one of the fundamental aspects of the schools. The CASEL framework focusses on 5 core competencies of Social emotional learning:

Figure 1: CASEL's Framework for Systemic SEL

Following are the 5 competencies of social-emotional learning as given in CASEL:

1. Self-awareness: It is the ability of an individual to consciously acknowledge the emotions and thoughts and what impact it is causing on one's behavior. In addition to this, it also refers to the capability of assessing their own strength and weakness and acquiring an optimistic and confident approach. It measures the following parameters: own emotions and thoughts; strength and weakness; confidence level; growth mindset/self-efficacy.
2. Self-management: It is the ability in which different emotions, thoughts and behavior is being managed in an effective manner by an individual. It focusses on areas such as handling stress, self-discipline, self-motivation, controlling impulses.
3. Social-awareness: It is the ability of an individual of being empathized and understanding

towards other person's cultural diversity and perspectives, towards socially- ethically right behaviors, and to respect the support and resources provided by family, school and the community.

4. Relationship skills: This skill focusses on the establishments of healthy relations with people of diverse backgrounds. This involves cooperation, active listening, proper communication, positive approach towards conflict negotiation.
5. Responsible decision-making: This competency deals with the skill of making judicious choices about one's own behavior and how they need to behave and interact with the society with respect to ethical standards, norms of the society and well-being of self as well as others. This also covers problem solving approach.

SEL in the virtual mode during the COVID-19 Pandemic:

The year 2020 experienced one of the most terrible natural catastrophes, shaking the planet and all the industries including the education system. The whole world was hit by a coronavirus strain, named COVID-19, and within few months, it was given the status of pandemic by the WHO. On March 11, 2020, it was declared that COVID-19 is the first coronavirus-related pandemic with substantial psychological, social, and economic effects (WHO, 2020). Thus, to prevent the spread of the virus, the only option seems to be the social distancing. Therefore, all the education institutes were shut down.

But the educators came out as warriors and shifted to online learning within few months. This led to the mass adoption of online learning by all the education institutes. There was a shift from didactic classroom teaching towards online learning. The term online learning implies "that the learner is at a distance from the tutor or instructor, that the learner uses some form of technology to access learning materials" (Anderson, 2008). The students are feeling isolated, loosing connection with their peers, are overwhelmed with stress and anxiety and above all, unaware about how to handle their emotions and the situation by their own. Thus, many schools adopted Social Emotional Learning in virtual mode which helped in acknowledging and managing the emotions of the students, for their holistic growth.

1.3.Self-Efficacy:

Albert Bandura in 1977 is considered as the pioneer in bringing up the concept of self-efficacy and also for coining the term. He worked on exploring the difficulties and conflicts of the adolescents and framed a theory of behavior change, so that the problems of the students can be understood and solved. Bandura in 1995, defined self-efficacy as the assessment of an individual's abilities that impacts the personal outcomes. It as an ability of an individual to behave in the challenges of life and to take responsible decisions towards them. It should not be confused with a person's perception or opinion about his or her actions for the task but actually an evaluation in real scenario whether one can take relevant actions or not.

There are various theories supporting self-efficacy. One of the theories is Locus of control proposed by Julian Rotter's which focuses on the perception and explores whether the responses are the results of the personal behavior or are derived because of external environment. Another most relevant theory was given by Bandura with the name Social cognitive theory. It focuses on the active involvement and interaction of human beings with the surrounding environment and takes into account the emotions, behavior, cognitive abilities and the motivation.

1.4.Social-Emotional Behavior:

As the terminology states that the behavior is outcome of social and emotional aspects of an individual. According to Louis Jinot Belle, 2017, secondary school students undergo the transition phase which affects their behavior. In addition to this, external environment also influences the behavior of an individual. Hartup, 1992; and Ladd, 2000 stated that the youth who does not pay attention towards development of social and emotional competencies are more prone to social instability and behavior issues when they become adult. Thus, developing SEL competencies can teach students how to have a socially acceptable behavior and how to manage the emotions which eventually will result in a positive behavior.

1.5. Mental well-being:

Mental well-being is considered as the positive state of mental health. WHO has also shifted the concept of mental health towards 'a state of well-being in which an individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community?' In different disciplines it is explained in different manners and hence is emerging as a novel concept in research (Stewart-

Brown S., 2013). Some disciplines focus on hedonic concept which includes positive feelings, its affect, life satisfaction, emotions collectively called as subjective well-being, whereas others give emphasis on eudaimonic domain including positive functioning, mindset and their relationships and is called as psychological well-being (Santini et.al.,2020). However, there is no such universal definition of mental well-being, yet it can be considered as a positive state which allows an individual to survive even during the odd situations of life.

2. Review of Literature.

Review of literature is made up of two words literature and review. Literature refers to the collected information on a specific area of research in the form of published items such as books, journals, articles, etc. which have some academic value. It also includes the research done, findings, conclusions and the gaps to be explored. The word review means the practice through which we explore what has been done and accepted in the particular topic, what are the thoughts of the different researchers and what are the conflict areas or the problems that are unsolved. The review of literature provides the basis of our present research. According to O'Leary review of literature means "not only do you need to engage with a body of literature, you also need to be able to compare, contrast, synthesize, and make arguments with that literature in ways that indicate a readiness to contribute to the literature itself", 2010.

- The history of SEL was explored by the author, Christopher H. Tienken (2021) in the paper: Social and Emotional Learning: Then and Now saying that the concept of Social emotional learning is not a new one and was explored by the researchers almost more than 100 years ago, but has become the area of thrust after recognizing its relevance in life only few decades back. One of the most important contributions in this field was done by Dewey who wrote that conversations and interpersonal communications can foster the social skills of a learner. In 1902, he claimed the relevance of active learning and said that if social and emotional aspects are separated from the school curriculum, the school will become an artificial environment for students and no learning takes place in such kind of environment, because SEL is an essential part of our day-to-day life and cannot be isolated from learning.
- Another research done by MarYam and Linda (2015) was quoted in the paper titled: Social Emotional Learning in High School: How Three Urban High Schools Engage,

Educate, and Empower Youth. They stated that SEL is mostly the part of curriculum in elementary and middle schools**,** but not much explored in the high school level students in later years of their adolescents.

- The paper entitled: The social Nature of Emotions by Kleef et al. (2016) explains that emotions play a prominent role in the human lives, and impacts our social life, our thoughts, our behavior patterns, our relationships and eventually defines our social interactions. Parkinson (1996) and Van Kleef (2009) stated that the emotions are largely affected by the social environments surrounding an individual and also influence others in the society. Another piece of work by Clark and Taraban (1991) and Guerrero et al.,(2008) suggests that social aspects also influence the behavior of an individual towards the emotions expressed.
- The significant role of educators in developing the SEL competencies among the students was explored by one of the researchers Chornet-Reichl, in his paper entitled, "Social and Emotional Learning and Teachers", (2017), p.137. The paper says that teacher's own social and emotional well-being and competencies has a huge impact on their learners. The outcome and the success of the SEL programs and practices largely depends upon the teacher's way of executing those particular modules and also on their state of mind. Thus, it is mandatory to understand the perspective of the teachers also towards SEL in order to address the social emotional challenges of the students and also to build the SEL competencies among the learners.
- It is very important to understand the SEL from the teacher's point of view as they are the main source of inculcating these skills among students. Thus, Buchanan et al., (2014) explained this in paper: Social and Emotional Learning in Classrooms: A Survey of Teachers' Knowledge, Perceptions, and Practices, that the teachers have realised the importance of SEL in the life of an individual and thus agrees with the notion that proper training should be provided to the staff for better understanding and implementation of SEL in the schools. The educators are overburdened with the academic responsibilities and because of this the implementation of SEL is not up to mark. Hence, more work is needed to explore the teachers' views, their difficulties while implementation of SEL, and what they can actually do.

- Research about SEL and self-efficacy in the paper: Adolescent Achievement: Relative Contributions of Social Emotional Learning, Self-efficacy, and Microsystem Supports, explains the concept of self-efficacy from the viewpoint of Bong and Shaalvik, 2003 as self-efficacy is the outcome of an individual's emotions, actions and thoughts. On the other hand, Bandura, 1997 explains it as an ability of an individual to coordinate his or her emotions and experiences based on the situations and environment. CASEL considers it as an essential element in the developmental stages of youth and correlates with the self-awareness component of SEL (Fairless et al., 2020)

- More research on self-efficacy by Bouffard et al., (2005); Usher & Pajares, (2008) explained that whenever a tough situation arises for children, they react differently towards them depending upon their self-efficacy and self-regulation capability. It has been seen that high self-efficacy towards regulation protects them from negative actions and reactions towards the challenges of life, and hence aids in promoting self-regulation. With this, they learn to overcome their problems in life. Thus, high level of self-efficacy and self-regulation contributes towards the self-efficacy development.

- According to Lent (2005), there are four sources of information that impacts the self-efficacy, i.e., personal performance, mastery of experience, social persuasion, and somatic and emotional states.

- The role of teachers in development of positive self-efficacy among their students was explored by Schunk (1995) and he gave various strategies through which students can be trained to enhance their self-efficacy. These include: setting the goals, strategy training towards learning and understanding by developing instructional programs, modelling strategy by providing them with the models how to solve something and giving immediate feedback so that they can improve.

- The qualitative research was done by the researchers Hymel et al. in 2018 about SEL and mental well-being and was discussed in the paper entitled: Promoting Mental Well-Being Through Social-Emotional Learning in Schools: Examples from British Columbia, Weare in 2010 gave emphasis on shifting on the focus of terminology used from mental 'health' to mental well-being, which highlights the positive state of mind in contrast to the idea of mental health which focuses on absence of mental disorders. These days the

stress is more on the promotion of mental well-being through ‘universal approaches’ for all.

- There is a need to see the actual patterns of SEL among students which was stated in the paper entitled: Trends in Student Social-Emotional Learning: Evidence from the CORE Districts, (West et al., 2018). The research says that the graph of social-emotional learning does not follow a linear relationship or a monotonic relationship (Schunk & Meece, 2005; Schunk & Pajares, 2002). This will help the educators to understand the patterns and trends of social emotional competencies and other related variables among their students. Pintrich & Zusho (2002) stated that the score of self-efficacies may decline as we go from lower classes to senior classes as the younger students sometimes overestimate their capabilities, whereas as they grow, they become more realistic about them.

- Williford & Sanger Wolcott in 2015, stated that teachers can act as a driving force in fostering SEL skills among students by applying student centric approaches while teaching. Interactions between adult students and teachers can enhance the applicability of SEL programs and also allows teachers to design the activities targeting the particular SEL competency, along with the active engagement of students in the class.

- Recent researches shows that neuroscience is also showing interest in understanding the science behind SEL, and according to Yang et al., (2019) the findings say that the one of the factors that determines the development of brain is experiencing safe, meaningful and diverse social and emotional experiences and environments.

- Research also says that whenever an individual undergoes a transition phase in the lifespan such as transition from prenatal period to childhood, early adolescence, towards parenthood and old age, the brain develops by absorbing the diverse experiences as these phases has active changes. Hence, these transition phases are the essential points where SEL programming should be done. Educators and policymakers need information regarding the patterns and trends of SEL among students, so that they can take appropriate actions for the holistic growth of the student.

3. Significance of the study.

Human being, the supreme creation of God has been bestowed with the abundance of emotions. If these emotions are dealt in a positive way can make the life of an individual a blessing but on the contrary, if these are not handled judiciously, it can damage the life of an individual as well as others. Thus, from the last few decades educators, parents, caregivers, and even students have realized the importance of social emotional learning in the life. CASEL quotes that with the help of SEL, the youth as well as the adults can flourish in all spheres such as personal, academic, relationships with peers, leading to an empathetic society and eventually a caring world.

Neuroscience says that whenever an individual undergoes a change in his life such as from a period of prenatal to childhood, adolescent, parenthood, and old age, the brain is actively changing and at that time undergoes lots of experiences and emotions. Therefore, at these levels proper channelization of the emotions should be done by developing social-emotional competencies of an individual.

The senior secondary school students are in the stage of transition from schooling to selection of their desired college, desired career and excitement along with pressure of new life ahead, more towards freedom but with responsibility. Such a phase brings mixed range of emotions such as fear, stress, anxiety etc., impacting their self-efficacy, social emotional behavior and mental well-being. In order to strengthen these competencies, there is a need to develop SEL programs that can target these skills to make their future bright. But before that it is mandatory to explore the data about the abovesaid variables among the secondary school students based on the gender and other demographic details. In addition to this there is also a need to find out which SEL competency is contributing more towards the selected variables i.e., self-efficacy, social-emotional behavior and mental well-being based on the gender and other demographic details.

4. Statement Problem:

"To study the Socio-emotional Competencies of Senior Secondary School Students in relation to Social and emotional Behavior, Self-Efficacy and Mental Well-being."

5. Operational definitions the terms:

5.1. Self-Efficacy: Bandura Self-efficacy definition says it is the measure of how much an individual believes in oneself to take actions, complete task and achieve their targets. Banduras Social cognitive theory will be followed in this research which highlights the importance of impact of the surrounding environment of an individual. The environment impacts the thoughts and emotions of an individual which in turn can impact the self-efficacy of the student. Hence, SEL aims to improve the non-cognitive skills of a person and a person becomes self-aware of their abilities. Senior secondary school students are under the phase of shifting from school life to college life with lot of expectations and dreams, hence what belief they are carrying can help them to know about themselves and can help the educators also to enhance their self-efficacy.

5.2. Social-Emotional Behaviour: The term highlights the behavior of the students based on their social and emotional aspects. For exploring the social-emotional behavior of a student, care should be taken to consider the contextual elements in the real environment while carrying out the research. For studying adolescent development, developmental system theory contains 5 C variables as the part of positive youth development (Kiely, 2010). The components include: Competence in the areas of social acceptance (Phelps et al., 2009), Confidence measuring self-worth, Connection means relationship with peers, school and family, Character referring to distinguishing between right and wrong and respecting the rules, assessing conduct behavior (Bowers et al., 2010), Caring is being empathetic and sympathetic to others (Phelps et al. (2009), which they learn from their surroundings by observing adults around them (Jones, 2005). An individual having low 5C value is more prone to personal, social and behavior problems (Lerner et al., 2008).

5.3. Mental Well-Being: Mental well-being also seen as positive state of mental health is being adopted these days in order to give emphasis on improving mental health and to prevent the mental illness among general public. Ness and Ericksen, in 2006 stated that when mental health is seen in terms of quality of life it is referred to as mental well-being. Hence, with reference to the topic the social emotional competencies can be very well linked to mental well-being as the SEL is known to have a positive impact on the learner, and so its relationship between

the two variables can be studied in detail with the aim what pattern it is following among senior secondary school students.

6. Objectives of the Study:

1. To study the SEL practices adopted by the teachers taking into consideration the school teachers' perspective and knowledge.
2. To study the relationship of SEL competencies (CASEL) of students in relation to Self-efficacy.
3. To study the relationship of SEL competencies of students in relation to Socio-emotional behavior.
4. To study the relationship of SEL competencies of students in relation to mental-well-being.
5. To compare the SEL competencies of boys and girls in relation to Self-efficacy.
6. To compare the SEL competencies of boys and girls in relation to Socio-emotional behavior.
7. To compare the SEL competencies of boys and girls in relation to mental-well-being.

7. Hypothesis

Null Hypothesis:

1. There is no relationship between SEL competencies and Socio-emotional behavior.
2. There is no relationship between SEL competencies and Self-efficacy.
3. There is no relationship between SEL competencies and mental well-being.
4. There is no significant difference between the SEL competencies of boys and girls in relation to Socio-emotional behavior.
5. There is no significant difference between the SEL competencies of boys and girls in relation to Self-efficacy.
6. There is no significant difference between the SEL competencies of boys and girls in relation to Mental well-being.

8. Methodology to be adopted

Research which is made up of two words ‘re’ and ‘search’ brings new insights to the known facts of universe. According to Redman and Mori, it is a systematic approach of acquiring new information and knowledge. Clifford Woody explains research as the exploration of a problem from a different perspective and hence redefining the problems, then a objectives and hypothesis is framed. The objectives are tested statistically by proving or rejecting the hypothesis, collection, organization and evaluation of data, and drawing conclusions.

“Social research may be defined as a scientific undertaking which by means of logical and systematized techniques aims to discover new facts or verify and test old facts, analyses their sequences, interrelationships and casual explanation which were derived within an appropriate theoretical frame of reference, develop new scientific tools, concepts and theories which would facilitate reliable and valid study of human behavior.” P.V. Younge.

8.1.Research Method and Design:

The present study will focus on exploring and analyzing the social-emotional learning scenario in senior secondary schools. The study will first focus on the data collection from the teachers regarding their knowledge, perception, methodologies adopted with respect to SEL and other related information through qualitative approach. In the next phase data collection will be done from the students with the aim to analyze their social emotional competencies as given by CASEL, their self-efficacy, social emotional behavior and mental well-being through quantitative approach. Thus, it will be a mixed method research. The research method used will be the descriptive.

Descriptive research is a kind of research in which a researcher gains detailed insights of the phenomenon that is being studied including its variables. It can be said that the phenomenon already exists or has been explored earlier but the researcher is finding more information about the existing variables. In such type of study, the main aim is to explore the characteristics, frequencies, correlations and categories.

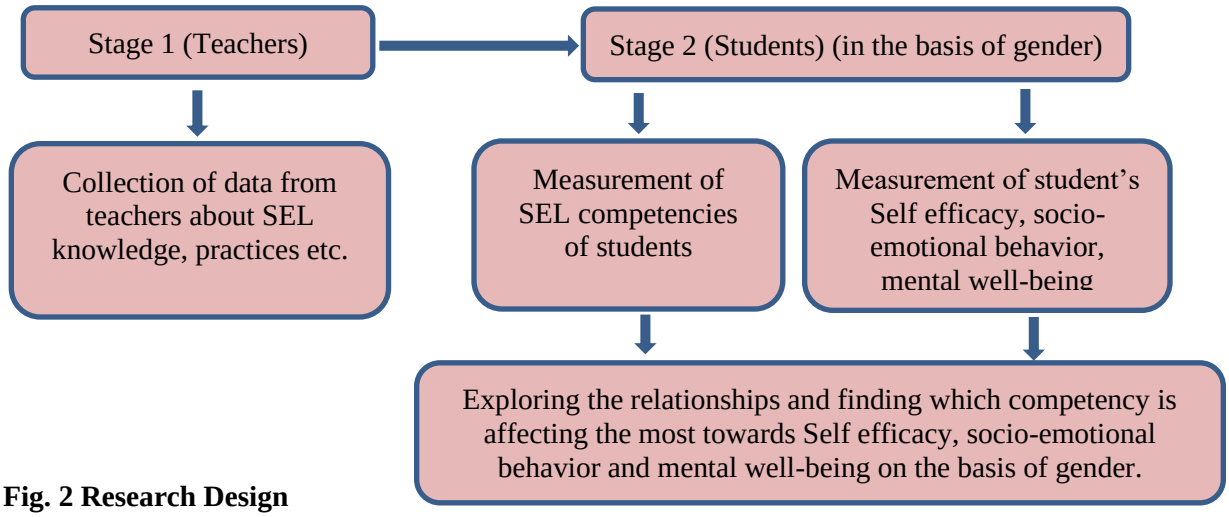
Stage 1 (Teachers)
Stage 2 (Students) (in the basis of gender)
Collection of data from teachers about SEL knowledge, practices etc.
Measurement of SEL competencies of students
Measurement of student's Self efficacy, socio-emotional behavior, mental well-being
Exploring the relationships and finding which competency is affecting the most towards Self efficacy, socio-emotional behavior and mental well-being on the basis of gender.

Fig. 2 Research Design

8.2. Sampling:

The sample represents the whole population; hence sample collection is very crucial part in the research. The present study will be done through multistage sampling. At first stage, for the collection of data from the teachers about SEL practices and their perception, five schools will be selected from Karnal, a district of Haryana. The sampling type will be the Convenience sampling for selection of schools. Convenience sampling is a type of non-probability sampling and data is collected from the sources as per the convenience of the researcher. Furthermore, the selection of students will be based on the Mixed grouping, intact sampling i.e., all the students will be included in their natural environment of classroom. The students will be taken from Class 11^{th} and 12^{th} of the CBSE schools.

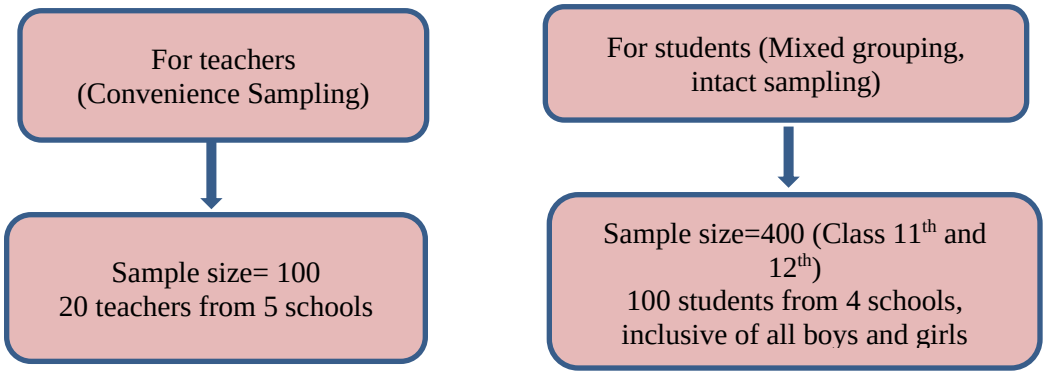
For teachers (Convenience Sampling)
Sample size= 100
20 teachers from 5 schools
For students (Mixed grouping, intact sampling)
Sample size=400 (Class 11th and 12th)
100 students from 4 schools, inclusive of all boys and girls

Fig 3. Sample Design

8.3. Variables of the study:

The two types of variables present in this study will be as follows:

- Independent Variable: Social emotional competencies
- Dependent Variable: Self-efficacy, Social emotional behavior, mental well-being.

8.4. Tools to be used

8.4.1. For Social-emotional Learning Practices:

The foremost goal will be to explore and collect data about the knowledge, perception and opinions of the SEL and the practices used to foster these skills among students. This will be done by taking response from the teachers through the self-designed tool. This tool will be validated and its reliability will also be checked along with factor analysis. The tool will access the teacher's perception, knowledge about SEL and which SEL competencies are being focused in their activities.

8.4.2. For Evaluation of Social-emotional Learning Competencies, Self -efficacy, Social-Emotional Behavior and Mental well-being of Students:

The next step will be taking response from the students regarding the social-emotional learning competencies, self-efficacy, social emotional behavior and mental well-being of senior secondary school students based on the gender and the demographic data. These criteria will be fulfilled through standardized tools already available. The response will be taken in the intact classroom scenario and the students will be instructed properly before filling the questionnaire.

8.5. Data Analysis

Statistical Tools: Data analysis will be done through SPSS statistical tool.

Data analysis will be done through the following statistical techniques:

(i) Descriptive Statistics: Mean, Standard Deviation.

(ii) Inferential Statistics: T-test, Correlation method.

9. Delimitations:

1. The research will be limited to the Karnal district only.
2. The research will be limited to the CBSE private and public schools only.
3. Moreover, the social-emotional competencies are the outcome of three components, school, family and the community. In the present study the data was delimited to the schools only. No data will be collected from the family and the community, because of the social-distancing and lockdown activities.

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To study the Socio-emotional Competencies of Senior Secondary School Students in relation to Social and emotional Behavior, Self-Efficacy and Mental Well-being.

SHORT SYNOPSIS

By

Neha Goswami

Registration number:MRUEDDN012K200492

Under the supervision of

Dr. Rashee Singh

Associate Professor

Head, Department of Education

ABSTRACT

Development is an integral part of human being. Along with the physical changes, there are changes in the thoughts and emotions of an individual and these changes can be well balanced by learning social-emotional skills. The report of Stanford Children' Health, 2020 says, the human brain keeps on developing until the age of 25, hence adults and teens think differently. The adults use rational part while making decisions, whereas the teens use emotional part (non-cognitive skills), without taking into consideration the long-term impact of their actions. Therefore, it is necessary for the secondary schools to teach the social emotional competencies to the teenagers which they will carry into their adulthood.

The children are able to achieve their goals if they are confidently self-aware about their strengths, weakness, are able to manage their emotions, have a healthy interpersonal and intrapersonal behavior and a positive state of mind. These aspects can be addressed by self-efficacy, social-emotional behavior and mental well-beingrespectively.

The research aims at exploring the status of Social emotional learning in schools from the viewpoint of teachers. Simultaneously, the research will study the association of SEL competencies with that of self-efficacy, social-emotional behavior and mental well-being with respect to gender. The results will highlight, which competency is contributing towards the above said variables,on the basis of gender. This will help the educators and stake holders while designing the SEL practices, to decide which competency will help more while improving self-efficacy, social-emotional behavior and mental well-being among the secondary school students.

Key words: Social emotional learning, competencies, self-efficacy, social emotional behavior, mental well-being.

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